

Towards a New Horizon



Strategic Plan 2007-10

Appendix (iii)

Best Practice 2006



ANNUAL REPORT 2006

Strategic Annual Review -Best Practice

Faculty of Arts, Languages and Social Sciences

Aim 1 Strategic Alliances and Partnerships

Performing Arts - Diploma Show

One of the Drama/Music Section's examples of best practice is the Diploma Show. This annual event held in mid March is a show case for HND Acting and Performance students. Theatrical agents, casting directors and other representative from theatre companies along with guests from SQA and other FE and Drama Colleges, are invited to see the students perform carefully selected monologues and duologues designed to display the students' playing range and versatility. After the performance of perhaps one and a half hours duration, there is a reception so that the agents and other guests can meet the students, chat to them and hopefully invite them to further meetings and readings. Students are able to meet with the industry and make direct contact with its personnel and in turn, the industry has an opportunity to meet potentially exciting new talent.

The Diploma Show also allows staff to work together to ensure promising performances. All staff from all specialisms work together on this show to ensure that all students are seen - literally and metaphorically - in the best possible light.

Feedback from students and industry professionals extol the benefits of this exciting event and its an ideal platform for promoting employability.

Aims 3,4,5 Links with Higher Education, Secondary Schools and FE Colleges

Art and Design

Working with Scottish Art Schools (FE/HE Articulation and School Links).

The section has links with Duncan of Jordanstone College of Art & Design in Dundee. The first contact was made three years ago when we were looking for some feedback on folios. The Head of First Year wanted to visit the section as he was impressed with the standard of the work. We discussed the possibility of Langside hosting a Glasgow Schools Day. It was agreed that there would be a number of schools invited in to look at successful folios from both schools and FE and that Langside student folios would be included. We also give out packs of joint info on first year at Duncan of Jordanstone courses and Langside College courses. They also give the visitors some statistics on % success rates of all the Glasgow Colleges - Langside College is by far the highest to date with 100% success last year.

We also have an ex Langside HNC student who, as well as being a successful practising artist, is now in permanent employment at Grays School of Art in Aberdeen and does a college visit to speak to Langside students about Grays School of Art and its courses.

The section also attends all FE HE Interface days offered by GSA (Glasgow School of Art).

Business Development

Aim 8 Staffing

Langside College Glasgow has long recognized that its main asset is its staff. The Board of Management believe that investment into Continuous Professional Development (CPD) is imperative if the organisation wishes to remain at the cutting edge of the education sector.

At a time when costs are rising faster than the limited increases in financial resources, all Colleges are faced with hard decisions. Langside has taken the bold decision to maintain the CPD budget for its staff, both temporary and permanent.

Langside College affirms its commitment to its CPD programme by continuing to resource and CPD. This event is planned to coincide with mid-term and in-service breaks for local primary and secondary schools. College

records indicate that a large proportion of our students are parents for whom childcare arrangements during these breaks can be problematic. Planned directed study programmes are developed for students during this week and this affords Langside College academic and support staff the opportunity to attend the comprehensive in-house CPD whilst facilitating childcare and revision arrangements for students.

Langside College's CPD programme was awarded Highly Commended by SFEU in the category, Professional Learning and Enhancement, at the recent Scotland's Colleges Annual Dinner and Awards Ceremony.

Aim 9 Funding Initiatives

Vocational Access Programme

The Vocational Access Programme, which is part funded through ESF Objective 3 measures, offers an alternative to mainstream education, for 30, S4 students, aged 15-16 years referred from secondary schools in Glasgow and North/South Lanarkshire. All the young people recruited are on the verge of permanent exclusion from mainstream education as a result of behavioural and/or attendance issues, related to school disenchantment. This disenchantment stems from a lack of an alternative curriculum within the school system. Many students have a history of suspension and some referrals come via Social Workers, Support Workers and in one case an Addiction Worker.

The Project seeks to provide vocational tasters within an alternative learning environment and the opportunity for young people to develop appropriate attendance and behavioural patterns, relevant to the world of work.

Successful Outcomes

Langside College successfully recruited 27 students onto the programme. 16 completed their programme of study resulting in 7 students progressing to the Pre Modern Apprenticeship in Playwork or employment within the child care sector and 9 accessing employment or further training in the Motor Vehicle sector.

Langside College's Vocational Access Programme was awarded Highly Commended by SFEU in the category Student Learning at the recent Scotland's Colleges Annual Dinner and Awards Ceremony.

Community Learning and Development Unit

Partnership Working - Sister FE College/Glasgow

Greater Pollok Development company approached Langside College and Cardonald College to deliver employer led training for Tesco who were wanting to recruit up to 80 local unemployed people in the Greater Pollok area. Senior and middle managers from both colleges contributed to planning and recruitment.

Curriculum leaders met to determine and monitor the curriculum for the five groups who attended either at Langside's Carnwadric Campus or at Cardonald's Priesthill Campus.

Nearly 60 learners completed the course and progressed to employment at Tesco, following a graduation ceremony chaired by Stephen Purcell, leader of the Glasgow City Council.

Partnership Working - East Renfrewshire

Following identification of the need for community based certificated core skills, the College, in partnership with East Renfrewshire Adult Literacies Partnership, successfully bid for SFEU Intervention funding. With this funding, a pilot was set up in the Carnwadric Campus for learners from East Renfrewshire who had been attending basic literacies classes within the area. Learners were offered the chance to complete a SQA Communication unit.

A comparative report was written on this pilot and other methods of certificating the work of literacies learners.

Based on this, East Renfrewshire proposed to fund two certificated classes in communication and numeracy the following year.

Partnership Working - Glasgow

Langside College and Govanhill Community Development Trust (GCDT), a subsidiary of Govanhill Housing Association, both identified a lack of adult learning opportunities within the Govanhill area and developed the ESF funded Promoting Learning in Govanhill project. The staff team was based within GCDT's office and this contributed to the success of the project, which mapped provision in the area, established stronger partnership working with community agencies, offered introductory courses to nearly 200 local residents in subject areas as diverse as computing and Arabic, and organised the very successful Govanhill

Learning Festival, thus establishing a learner base for the planned Govanhill Campus which was to be opened within the converted Samaritan Building.

Faculty of Education, Care and Sport

Aim 10 The New Curriculum

Hospitality Achievement Programme

The Food Studies section offer an SVQ Level 1 Hospitality (Multi-skilled) programme which this year has been supported by ESF Objective 3 Funding. The award targets young adults who have a variety of learning difficulties and the additional learning support section have worked closely with local schools and Almond Catering to recruit and support the young people through their training - a true partnership approach. The programme is designed to meet the specific needs of the students while maintaining the integrity of the qualification.

The programme also develops 'soft skills' for the young people as they are involved in providing hospitality for college events such as the Christmas Fayre, Cash for Kids, Children in Need and Red Nose Day. They also have the opportunity to visit kitchens of possible future employment providers such as Cook Chill (Glasgow City Council), Hairmyres Hospital and MacDonald Restaurants and this year they also travelled to Troon to spend a day at Loch Green House Hotel and observe a 'real hotel kitchen'.

The underpinning practical skills of the course are delivered in a high specification catering kitchen and students access 'Classroom in a box' to facilitate assessment of underpinning knowledge.

The course achievements were recognised recently when the programme was awarded the Runner Up ESF Project Award - 'Targeting a Thematic Group'.

Aim 12 Flexibility and Innovation

Langside College has been involved in a major £1 million project under the SFC e-Learning Transformation initiative. BlendED is a collaborative project of six Further Education colleges, the Colleges Open Learning Exchange Group (COLEF), and JISC Regional Support Centre Scotland. This innovative project looks to explore and respond to significant issues that are likely to affect the teaching and learning process within Further Education.

BlendED's aim is to develop discrete electronic packages of teaching materials that are a hybrid of traditional teaching methods and on line learning, where the on line component forms a natural extension of traditional learning. By blending a range of delivery

methodologies, this will permit a more active learner centred approach, where learners can take more responsibility for their own learning.

Blended focused on two SQA group awards, and developed materials for the HNC Social Care and the HND Business. The Social Care Section has been involved in the writing of these packages for four of the HNC Units within the HNC Social Care. In addition to this development task, the Section also contributed to the peer Review Process and have recently completed in the pilot phase of some of these Units.

Participating in this project has been challenging at times, looking at new methods of delivery and coming to grips with new technology. However it has also been a stimulating experience that has opened up new opportunities, not least in reflecting on how we traditionally deliver our teaching, and considering a variety of methods that could be used under the BlendED approach.

Faculty of Information Technology and Business Management

Aim 10 The New Curriculum

The Progress to Administration, Business and Computing course is designated as a starter for students who have no academic qualifications and wish to upgrade their skill and experience to place them in position to either continue with their studies at a higher level or to increase the opportunity to place them in the job market.

Initially the course topics are based at Access 3, Intermediate 1 level with some topics progressed to Intermediate 2 in the latter stages of the programme. Students are given the opportunity to experience all aspects of the curriculum as taught in the Business School.

This course is regarded as a crucial feeder for all the courses taught in the Business School and has proved a very productive recruitment area for the Faculty. This has been a very successful medium for those students who satisfactorily complete the course and places them at a higher level of study than they would initially thought possible at the outset.

A feature of the course is that there are 3 different start dates: August, November and March. The August and November start dates meet the needs of students who want to commit to reasonably long term full-time study. The March date meets the needs of students who want to attend on a part-time or short full time basis. Essentially the March start provides a bridging course for students.

Over the past few years students from the Progress course have found themselves able to complete Higher National study in all areas of the Business School curriculum.

Aim 12 Flexibility and Innovation

The faculty's 'How Well Am I Doing?' initiative is an example of good practice. It encourages learners to measure the distance they have travelled in core and other skills since starting their College course. The initiative provides learners with an opportunity, 3 times in the year, to reflect on their learning and to recognise the effect of this learning on other aspects of their lives.

Learners measure their development in core skills by answering questions on numeracy, IT, communication and working with other students. Subsumed in this are elements of employability, measured by the questions on timekeeping, attendance and time management and citizenship, which is measured by questions based on attitude and behaviour and dealing with people outwith the College environment.

Learners are encouraged to identify their weaknesses and, more importantly, the actions which they need to take to improve. They are also encouraged to identify why they have improved.

This initiative is a work-in-progress towards recognising and measuring that there is more to participating in a College course than attainment of formal qualifications.

Learning Development

Aim 12 Flexibility and Innovation

The College appointed a BlendED Learning Technologist (BLT) to help support the curriculum staff with the appropriate level of support and CPD. The BLT, who was himself an academic member of staff, considered all aspects of the development of the project resources, including technical and pedagogical aspects involved in creating resources for Blended Learning model. The process of the Curriculum Developer and BLT working together to create resources provided a number of benefits to the college. It increased the staff usage of the VLE, it allowed staff to create more highly developed teaching resources than they would have been able to do, and it also increased the curriculum staff IT skills.

Highly Interactive Online Learning packs have been developed for Business Accounting as part of the BlendED Transformational project. These resources provide clear explanations of the topics as well as regular Self-Assessed Questions to help the learner gauge how well they are progressing with the topic. Each pack culminates in self-marking Excel spreadsheet templates. These include printable Summary Sheets that will inform lecturers of the student progress.

Faculty of Maths, Science and Technology

Aim 5 Further Education Colleges

The Faculty continues to extend its work with a number of sister FE colleges in collaborative developments relating to the introduction of the new HN frameworks. This includes:

- Edinburgh's Telford College for HNC Dental Technology;
- Stevenson College Edinburgh for HNC Occupational Therapy Support;
- Oatridge, Perth and Elmwood Colleges for HNC Horticulture; and
- SAC Auchincruive for HNC Garden Design.

Aim 12 Flexibility and Innovation

The technology section, as part of the partnership with East Kilbride Group Training Association, has introduced and has been using successfully tablet PCs for use while delivering engineering to over 100 apprentices at the East Kilbride site. This has been of great benefit to the staff and learners in a number of ways including:

- a projected image means all students in the large room can easily see the screen, even from the back of the room;
- the staff can remain facing the class at all time;
- complex engineering calculations can be written continuously, without wiping board to clear space; and
- all images are recorded and can be reproduced in full for any absent student on their return.